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VISIBLE MINORITY REPRESENTATION IN THE TORONTO BOARD OF EDUCATION: STAFF CHANGES, 1986

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Abstract

- There were 1,082 staff changes reported in 1986 (618 among the teaching and administrative staff and 464 among the Maintenance and Plant Operations field staff).

- The Board gained 39 additional visible minority employees as a result of staff changes in 1986. The net increase for the teaching sector was 6% for both 1985 and 1986. The net growth has dropped from 6% to 4% for the administrative staff and from 4% to 1% for the field staff.

- In 1986, new hiring was the most common avenue for mobility for visible minority personnel, and promotion was least common, in both teaching and administration.

- The number of visible minority employees included in the mobility count remained very low among the Maintenance and Plant Operations field staff (3 prior incumbents and 10 new incumbents) despite a substantial increase in staff changes in this division (from 246 in 1985 to 464 in 1986). New hiring was the least common mobility route for the visible minorities in this division in both 1985 and 1986.

INTRODUCTION

This report is the second consecutive annual summary prepared to update information about staff changes in the Toronto Board of Education. These reports originate from a recommendation proposed by the Race Relations Employment Programs Task Force, which states:

> The Research Department should be requested to devise and administer an instrument which would provide a data base by which the Board's equal opportunity efforts can be measured. A report should be prepared annually for the Race Relations Committee which would analyze the data base and also include the number of visible minorities hired in that year. (Board Minutes, April 12, 1984, p.329)

At the moment, two related research projects aimed at measuring the Board's equal opportunity efforts are being conducted concurrently. One examines the racial composition of the current workforce in the Toronto Board of Education. The other investigates the racial background and qualifications of those seeking employment with the Toronto Board. It is hoped that the data from these two surveys, together with the information about staff changes in this report, will provide a more complete picture of current equal opportunity practices in the Toronto Board of Education.

DATA COLLECTION METHOD

In 1984, the Personnel Division in consultation with the Research Department and the Race Relations Advisor, developed a "Visible Minorities Report Form" for each division or area to collect information about staff changes that took place on or after January 1, 1985. The form was slightly modified later on. The new version was used for collecting data for this report. (See Appendix 1).

Administrative staff were designated to record the visible minority status of the previous and new incumbents on the form whenever a position in his/her division or area became vacant and later filled. These forms were forwarded to the Research Section periodically.

Most of the forms were returned with complete information about the prior and new incumbents. The few exceptions were mostly from the Maintenance field staff division. For example, due to the intermittent layoffs and rehiring of Maintenance staff in the various trades, it became difficult to match up each prior incumbent with a new one. As a result, some of these forms were returned without information about the prior incumbents, while others lacked information about the new incumbents.

FINDINGS

This report attempts to deal with the same topics covered in the first report (Tsuji, 1986), and comparisons will be made between the 1985 and 1986 data.

The Toronto Board of Education employed approximately 9,000 teaching and non-teaching permanent staff during 1986. The number of forms recording staff changes during that year was 1,082,[/] or approximately 12% of the workforce.

As in the previous year's analyses, the data for 1986 are divided into two groups because of the differences in the ways staff changes are reported and vacant positions filled. The first group is made up of all teaching and administrative staff (including the office staff from Buildings and Plant); the second group consists of all field staff from Maintenance and Plant Operations. The presentation is divided into two major sections based on this grouping. Within the first section, the presentation is further broken down into teaching and administration.

[/] The number of staff changes or positions advertised does not always equal the number of forms completed. Because of the inability to match up certain prior incumbents with new, there was slightly more forms than the actual number of positions advertised.

Part I

Teaching and Administrative Staff

There were over six hundred teaching and administrative positions advertised in all the divisions and education offices during 1986. Of these, 254 positions were in teaching and 364 in administration.[2] (See Table 1). Mobility was greater in administrative than teaching positions. Table 2 illustrates changes in visible minority representation by individual division and education office.

A. Teaching

1. What proportions of the prior and new incumbents belong to visible minorities?

Table 1 indicates that 19 out of 254 vacant teaching positions (7%) were filled by visible minority members, while 2 (1%) positions were vacated by this group, resulting in a gain of 17 (6%) visible minority employees. The net growth for 1985 was also 6%. (See Tsuji, 1986, p.9).

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[2] The distinction between teaching and administration in this report is based on whether the position advertised requires that the successful applicant, following appointment, be a Teacher under Contract.

2. What were the types of positions that included visible minorities in the mobility?

The Board hired ten new visible minority teachers during 1986. It promoted four visible minority teaching staff to assistant department head, department head and principal positions. (See Table 3). Table 4 lists other teaching positions which did not involve visible minorities in the staff changes.

3. What proportions of the vacant teaching positions were filled by visible minority members through promotions, transfers and new hirings?

There was a marked distinction between the visible minorities and the group at large. The primary means of filling positions for the teaching staff in general was promotion, and the least common way was new hiring. (See Figure 1). However, this pattern was reversed for the visible minority subgroup, where new hiring was the most common mobility route in 1986. (See Figure 2). In 1985, however, voluntary transfer was the predominant mobility path for visible minority teachers. (See Tsuji, 1986, p.9).

4. How did the various departments and education offices fare in hiring and promoting visible minority teachers?

The education offices and departments that have hired and/or promoted visible minority teachers in 1986 were the East Education Office, the West Education Office, the Central and Secondary Education Office and Special Education. (See Table 5).

Figure 1
Ways Positions were Filled, 1986

All Teaching Staff
Total = 254
Missing Information = 3

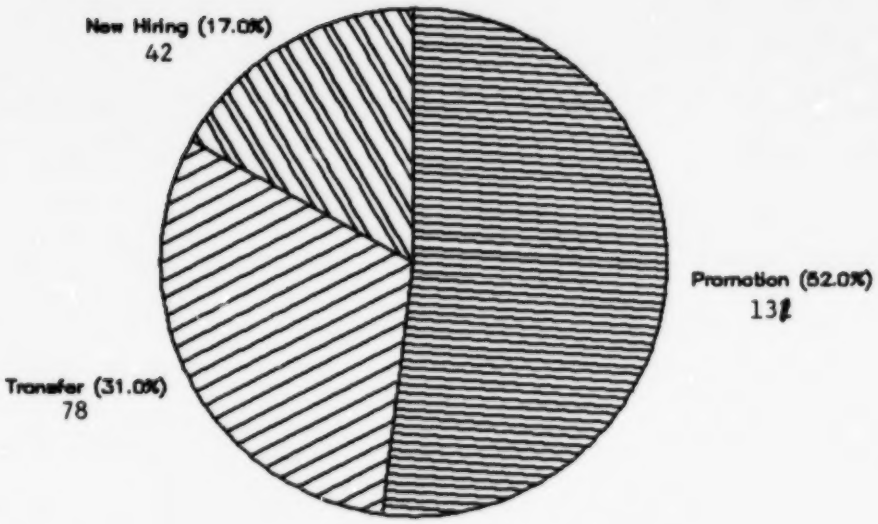
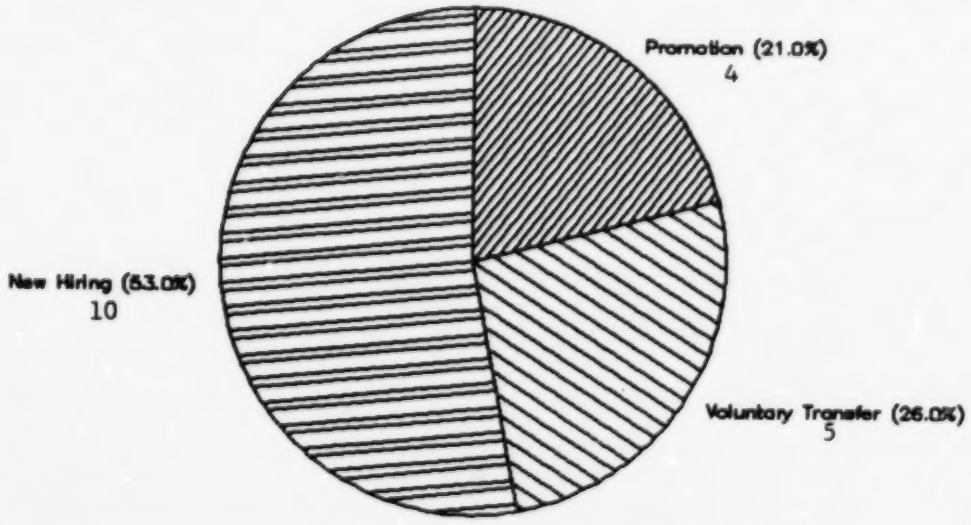


Figure 2
Ways Positions were Filled, 1986

Visible Minority Teaching Staff
Total = 19



B. Administration

1. What proportion of the prior and new incumbents belong to visible minorities?

In administration, visible minorities appointed to vacant positions (36 or 10%) were more numerous than those leaving their previous positions (21 or 6%), resulting in an increase of 15 (4%) visible minority employees in this sector. (See Table 1). The increase, however, was slightly greater (6%) in the previous year. (See Tsuji, 1986, p.9).

2. What were the types of administrative positions that included visible minorities in the mobility?

Table 3 shows there were 20 types of administrative positions which involve visible minority staff as either a prior or a new incumbent, or both. Table 4 lists a variety of administrative positions where neither the prior nor the new incumbent were visible minority employees.

The positions that have the largest numbers of new hires were the full-time and part-time education assistants. Out of a total of 132 new hires for these positions in 1986, 12 (9%) were visible minorities.

3. What proportions of the vacant administrative positions were filled by visible minority members through promotions, transfers and new hirings?

In 1986, there was no difference between the visible minorities and the entire group of administrative staff in mobility paths. The proportions of promotions, transfers and new hires were identical for both groups. New hiring was the major avenue for filling vacant positions in the administrative sector regardless of visible minority status. (See Figures 3 and 4). For the visible minorities, new hirings remained the major mobility route in both 1985 and 1986. (See Tsuji, 1986, p.9).

4. How did the various departments and education offices fare in hiring and promoting visible minorities?

Table 6 shows the breakdown for positions filled through promotions, transfers, and hirings by education office and division, for all job-changers and for members of visible minorities in the administrative sector.

Part II

Maintenance and Plant Operations Field Staff

There were more job vacancies in the field divisions in 1986 than in 1985. The total number of forms reporting staff changes has increased from 246 to 464. (See Table 7).

Figure 3

Ways Positions were Filled, 1986

All Administrative Staff

Total = 364

Missing Information = 8

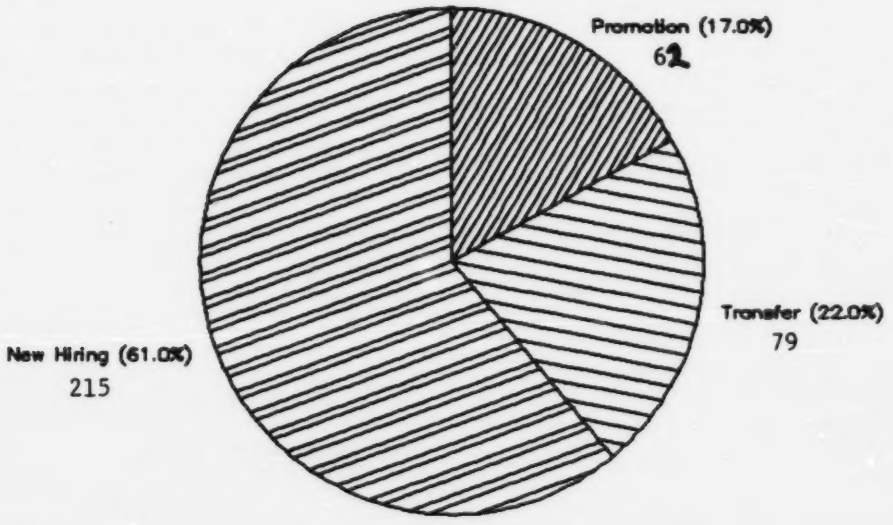
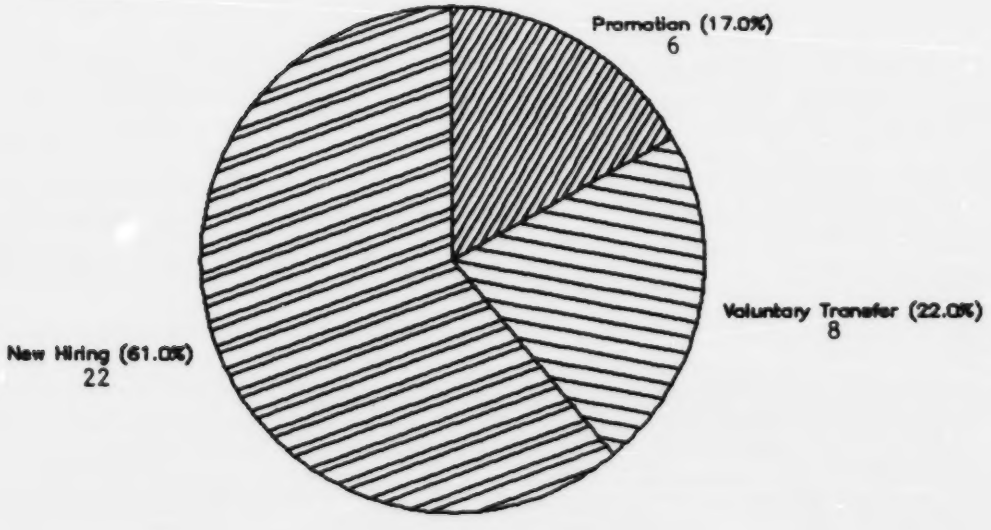


Figure 4

Ways Positions were Filled, 1986

Visible Minority Administrative Staff

Total = 36



1. What proportions of the prior and new incumbents belong to visible minorities?

Out of the 464 forms reporting staff changes, only three indicated that the prior incumbents were visible minority employees, and ten indicated that the new incumbents were of visible minority status, resulting in a net growth of 7 employees. The net growth, expressed as a percent of all staff changes was 1%. It was lower than the net increase of 4% for the previous year. (See Table 7).

2. What were the types of field positions that included visible minorities in the mobility?

The four types of positions that involved visible minority employees as prior or new incumbents were painter, engineer III, engineer IV, and cleaner. (See Table 8). Table 9 lists the other job types that did not include visible minority employees in the mobility.

3. What proportions of the vacant field positions were filled by visible minorities through promotions, voluntary transfers and new hirings?

In 1986, voluntary transfer was the predominant way of filling vacant positions (67%) among the field staff in general. This is not surprising since many caretaking staff typically choose to transfer to schools closer to their residence as the opportunity arises. (See Figure 5).

Figure 5
Ways Positions were Filled, 1986

All Field Staff
Total = 464
Missing Information = 38

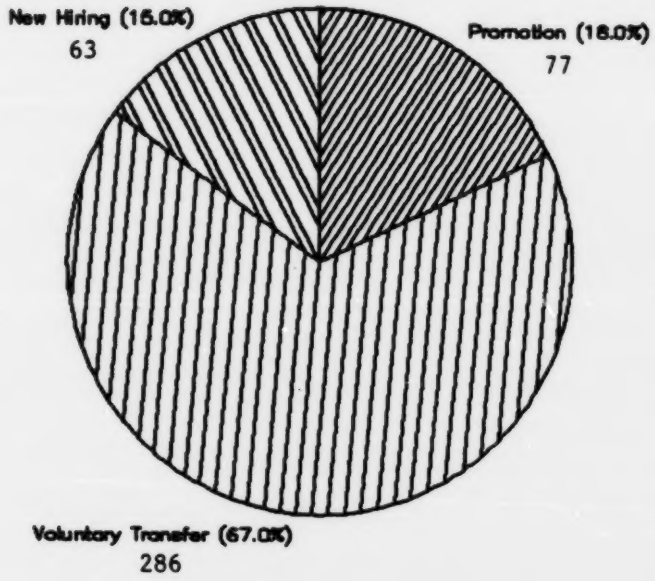


Figure 6
Ways Positions were Filled, 1986

All Visible Minority Field Staff
Total = 10

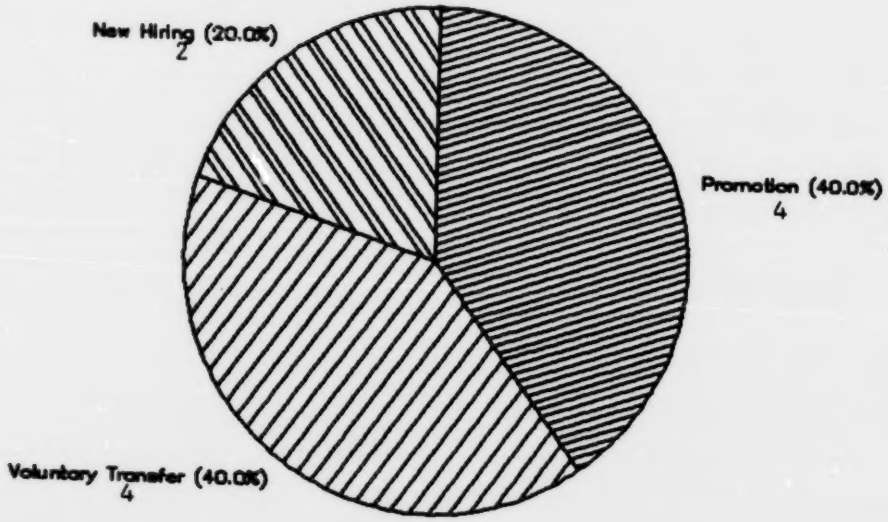


Figure 6 shows the ways the 10 visible minority staff filled the vacant positions. Four were promoted, four transferred, and two hired externally. In 1985, new hiring was also the least common mobility path for visible minority field staff. (See Tsuji, 1986, p.12).

One possible partial explanation for the small number of visible minority new incumbents suggested in last year's report, is the reliance on the union "Hiring Hall" recruitment practice whereby the Board can only choose from among the candidates whom the unions refer to the Board. However, only eight out of the 63 new hires this year involved skilled trades dependent upon hiring hall referrals.

While the low representation of visible minority new hires, in some cases, can probably be attributed to a shortage of qualified external applicants, certain entry level jobs which offer in-service training and require no previous experience also fail to bring in many visible minority new hires. One example is the caretaker (cleaner) position which was advertised in the newspapers in open competition, (see Appendix 2) and has attracted a fair number of visible minority applicants. Among the 50 new hires for that position during 1986, 2 (or 4%) were visible minority members.[3]

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[3] It can, however, be pointed out that among the nine other successful candidates waiting to be placed, two are visible minority members. Whether these two visible minorities will eventually be hired by the Toronto Board of Education will depend on their continuing availability when the job openings come up.

SUMMARY

1. In 1986, the Toronto Board continued to increase the number of visible minority staff in its workforce through staff changes. However, the rates of increase for both the administrative and the maintenance and plant operations field staffs were smaller than in 1985. (See pages 4, 7 and 10.)

2. For visible minority teachers, the major mobility route was new hiring, whereas for the other teaching staff, it was promotion. (See page 5.)

3. In administration, appointments to vacant positions came mainly through new hirings, and least often through promotions, regardless of the visible minority status of the candidates. (See page 8.)

4. In Maintenance and Plant Operations, transfers accounted for more than half of all the staff changes in 1986. New hiring was the least common avenue for mobility for all job changers including the visible minority members. (See page 12.)

TABLE 1

PERSONNEL CHANGES BY TEACHING/ADMINISTRATIVE STATUS IN 1986

Status	Number of Changes Recorded	Visible Minority		
		Prior Incumbent	New Incumbent	Gain in Visible Minority Staff
Teaching Staff	254	2 (1%)	19 (7%)	17 (6%)
Administrative Staff	364	21 (6%)	36 (10%)	15 (4%)
TOTAL	618	23 (4%)	55 (9%)	32 (5%)

TABLE 2

TEACHING & ADMINISTRATIVE STAFF CHANGES BY EDUCATION OFFICE/DIVISION IN 1986

Education Office / Division	Number of Changes Recorded	Visible Minority		Changes in Visible Minority Staff As A % Of Total Staff Changes
		Prior Incumbent	New Incumbent	
North Educ. Office	58	0	1	2%
East Educ. Office	119	6	13	6%
West Educ. Office	96	4	5	1%
Cent. & Sec. Ed.Off.	92	1	10	10%
Special Education	111	1	8	6%
Curriculum	44	4	4	0%
FLS Sector*	-	-	-	-
Director's Office	4	0	1	25%
Personnel	8	0	0	0%
Buildings and Plant	16	1	2	6%
Finance	35	2	4	6%
Information Service	35	4	7	9%
TOTAL	618 (944)**	23 (29)**	55 (86)**	
% of the total change		4% (3%)**	9% (9%)**	5% (6%)**

* FLS = French Language School Sector.
* * Figures within brackets are from the 1985 data.

TABLE 3

TEACHING & ADMINISTRATIVE POSITIONS HELD BY VISIBLE MINORITIES BEFORE AND/OR AFTER STAFF CHANGES IN 1986

Position	No. of Changes Recorded	Visible Minority: Prior Incumbent	Visible Minority: New Incumbent P*	T*	H*
Teaching					
Department Head (including acting positions)	41	0	1	0	0
Assistant Department Head	23	0	2	0	0
Principal (including acting positions)	15	1	1	0	0
Teacher	112	1	0	5	10
Administration					
Education Assistant FT**	129	6	0	3	6
Education Assistant PT**	56	1	0	2	6
Clerk 5	5	1	0	1	0
Clerk 4	17	1	2	1	0
Clerk 3	14	2	1	0	0
Clerk 3 PT	2	1	0	0	1
Clerk 2	13	1	1	0	2
Clerk 1	6	1	0	0	0
Supply Clerk	3	0	1	0	0
Secretary Assistant PT	4	1	0	0	0
Clerical Assistant PT	5	1	0	0	0
Assistant Supervisor of Engineers	1	0	0	0	1
Social Worker FT	3	2	0	0	2
School Community Advisor	2	1	0	0	1
Psych. Ed. Consultant FT	3	1	0	1	0
Psych. Ed. Consultant PT	4	0	0	0	1
Acting FSL Administrator***	1	1	0	0	0
General Worker	21	0	0	0	1
Senior Cook	3	0	1	0	0
Computer Lab Technician	2	0	0	0	1
TOTAL	485	23	10	13	32

* P = Promotion T = Voluntary Transfer H = New Hire
** FT = Full Time PT = Part Time
*** FSL = French as Second Language

TABLE 4

TEACHING & ADMINISTRATIVE POSITIONS WHERE NEITHER THE PRIOR INCUMBENT NOR THE NEW INCUMBENT WERE MEMBERS OF VISIBLE MINORITIES IN 1986

Position	No. of Changes Recorded
Teaching	
Acting Department Head	10
Vice Principal (including acting position)	16
Consultants (including acting positions)	32
Assistant Co-ordinator (including acting positions)	2
Co-ordinator (including acting positions)	2
Administration	
Health Care Assistant	4
Head Secretary (including acting positions)	2
Assistant Head Secretary	11
Secretary Assistant FT*	9
Clerical Assistant FT	1
Clerk 4 PT*	1
Administrative Assistant FT	7
Administrative Assistant PT	1
Elementary School Dispatcher	1
Committee Reporter	1
Treasurer/Storeroom Manager	1
Trade Supervisor	5
Superintendent of Maintenance & Construction	1
Material Controller	1
Assistant Chief Buyer & Office Manager	1
Inventory Control Supervisor	2
Social Worker PT	1
Street Worker FT	1
Street Worker PT	1
Language Pathologist	2
Acting Reading Clinician	1
Sign Language Facilitator	1
Work Experience Representative PT	1

...2

Position	No. of Changes Recorded
Microcomputer Technologist	1
Microcomputer/Media Technician	1
Curator	1
Manager of Research	1
Job Evaluation Project Co-ordinator	1
Library Resource Technician	1
Employee Benefits Supervisor	1
Administrator of Adult Basic Education	1
Sports Organizer	1
TOTAL	**133**

* FT = Full Time PT = Part Time

TABLE 5

WAYS IN WHICH VACANT TEACHING POSITIONS WERE FILLED BY EDUCATION OFFICE / DIVISION IN 1986

Education Office/ Division	FILLED BY: Promotion All	Promotion Vis. Min.	Voluntary Transfer All	Voluntary Transfer Vis. Min.	New Hiring All	New Hiring Vis. Min.	No Info/ Not Applicable All	No Info/ Not Applicable Vis. Min.
North Educ. Office	18	0	6	0	3	0	1	0
East Educ. Office	35	4	24	3	7	1	1	0
West Educ. Office	18	0	33	0	14	4	0	0
Cen. & Sec. Ed. Off.	22	0	14	2	12	4	0	0
Special Education	16	0	0	0	6	1	1	0
Curriculum	22	0	1	0	0	0	0	0
TOTAL	131	4	78	5	42	10	3	0

TABLE 6

WAYS IN WHICH VACANT ADMINISTRATIVE POSITIONS WERE FILLED BY EDUCATION OFFICE/DIVISION IN 1986

Education Office/ Division	FILLED BY: Promotion		Voluntary Transfer		New Hiring		No Info/ Not Applicable	
	All	Vis. Min.	All	Vis. Min.	All	Vis. Min.	All	Vis. Min.
North Educ. Office	4	0	5	0	21	1	0	0
East Educ. Office	5	0	10	1	36	4	1	0
West Educ. Office	1	0	10	0	19	1	1	0
Cen. & Sec. Ed. Off.	6	0	7	2	30	2	1	0
Special Education	2	0	26	2	57	5	3	0
Curriculum	1	0	3	1	16	3	1	0
Director's Office	1	0	2	1	0	0	1	0
Personnel	3	0	2	0	3	0	0	0
Buildings & Plant	11	1	3	0	2	1	0	0
Finance	15	2	7	1	13	1	0	0
Information Serv.	13	3	4	0	18	4	0	0
TOTAL	62	6	79	8	215	22	8	0

TABLE 7

PERSONNEL CHANGES IN THE MAINTENANCE AND PLANT OPERATIONS DEPARTMENTS (FIELD STAFF) IN 1986

Division	Number of Changes Recorded	Visible Minority: Prior Incumbent	Visible Minority: New Incumbent	Visible Minority: Gain in Visible Minority Staff
Maintenance Field Staff	53	1	0	-1
Plant Operations Field Staff	411	2	10	8
TOTAL	464 (246)*	3 (3)*	10 (12)*	7 (9)*
% of the total change		1% (1%)*	2% (5%)*	1% (4%)*

* Figures within brackets are from the 1985 data.

TABLE 8

POSITIONS HELD BY MAINTENANCE AND PLANT OPERATIONS FIELD STAFF BEFORE AND/OR AFTER STAFF CHANGES IN 1986

Position	Number of Changes Recorded	Visible Minority: Prior Incumbent	Visible Minority: New Incumbent P**	T**	H**
Painter	5	1	0	0	0
Engineer III	4	1	1	0	0
Engineer IV	53	0	3	2	0
Cleaner (Caretaker)	260	1	0	2	2
TOTAL	322 (216)*	3 (3)*	4 (4)*	4 (5)*	2 (3)*

* Figures within brackets are 1985 data.

** P = Promotion T = Voluntary Transfer H = New Hire

TABLE 9

MAINTENANCE AND PLANT OPERATIONS FIELD STAFF POSITIONS WHERE NEITHER THE PRIOR INCUMBENT NOR THE NEW INCUMBENT WERE MEMBERS OF VISIBLE MINORITIES IN 1986

Position	Number of Changes
Machinist	2
Roofer Assistant	4
Head Cleaner	2
Chief Caretaker	77
Bricklayer	5
Carpenter	4
Electrician	7
Labourer	1
Plumber	2
Matron	9
Driver Helper	4
Receiver	2
Floor Worker	3
Ironworker	1
General Helper	3
Steamfitter	1
Sheet Metal Worker	3
Marble Tile Mechanic	1
Driver	3
Lather	1
Window Shade Mechanic	1
Lead Hand	1
Unassigned Engineer	1
Engineer III, High Pressure	2
Supervising Engineer	2
TOTAL	142

REFERENCES

Toronto Board of Education, Board Meetings, April 4 and 12, 1984.

Tsuji, G.K. Visible minority representation in Toronto Board of Education Staff Changes, 1985. Toronto: The Board of Education for the City of Toronto, Research Section 1986 (# 178).

Appendix 1

CONFIDENTIAL

VISIBLE MINORITIES REPORT FORM

To: MANAGER, RESEARCH SERVICES

POSITION/FILE NUMBER: _____

1. *Division or Area [check one]*

AREA NORTH ..... ○
AREA EAST ..... ○
AREA WEST ..... ○
AREA CENTRAL ..... ○
SPECIAL EDUCATION ..... ○
CURRICULUM DIVISION ..... ○
[excludes Special Education]

FRENCH LANG. SCHOOL SECTOR ..... ○
DIRECTOR'S OFFICE ..... ○
[excludes French Lang. School Sector]
PERSONNEL DIVISION ..... ○
BUILDINGS AND PLANT DIVISION ..... ○

Field ○ Mntc. ○
check one
Office ○ Plant Ops. ○ check
Other ○

FINANCE DIVISION ..... ○

Admin. Staff ○
Cafeteria Staff ○ check one

INFO. SERVICES DIVISION ..... ○

OTHER _____
Specify

2. *Does the prior incumbent appear to belong to a visible minority? [check one]*
YES ○
NO ○
NOT APPLICABLE [i.e. a new position] ○

3. *The position was filled by [check one]:*
PROMOTION ○
VOLUNTARY TRANSFER ○
A NEW HIRE ○

* *Excludes administrative transfers*

4. *Does the new incumbent appear to belong to a visible minority? [check one]*
YES ○
NO ○

5. *Is the position one which requires that the successful applicant, following appointment, be a Teacher under Contract? [check one]*
YES ○
NO ○

6. *Effective date of Promotion/Transfer/New Hire* _____

MAKE SURE THAT EVERY QUESTION WAS ANSWERED

_____
for Assistant Superintendent of Personnel

Local _____

15/04/86

Appendix 2

TORONTO BOARD OF EDUCATION

CARETAKERS (CLEANERS)

Initial Hourly Rate: $10.44 (1985)
After Six Months: $11.07 (1985)

Duties:

1. Performing normal caretaking duties, including floors, carpets, walls, washrooms, furniture moving, snow, ice and garbage removal, grounds care and operation of power caretaking equipment.

2. Operating some heating, ventilating and air conditioning systems, pool equipment and building security systems.

3. Providing services to Students, Teachers and Community Users of schools.

4. Shift work.

5. Performing other duties as required.

In-Service training will be provided. Applicants are not required to have previous experience in the above duties. The work year will be either 10 months or 12 months depending on the requirements of the particular assignment.

Applicant Requirements:

1. Good health.

2. Grade 10 Education (Basic or General Level) or approved equivalent.

3. Must speak, read and write English satisfactorily.

Please reply in your own handwriting making sure that you include the three requirements mentioned above as well as previous work experience. Also, please include any copies of references that do not have to be returned. Your letter will not be returned but will be kept on file for a six month period. Applications will be considered for approximateiy 30 vacancies anticipated to occur during the next twelve (12) months.

If is intended that applicants selected for an interview will be interviewed by a Committee.

Applications must be forwarded by September 19, 1986 to the:

Staff Relations Officer
Personnel Division
TORONTO BOARD OF EDUCATION
155 College Street
Toronto, Ontario
M5T 1P6

THE TORONTO BOARD OF EDUCATION IS AN EQUAL OPPORTUNITY EMPLOYER AND ALL POSITIONS ARE OPEN TO MALE/FEMALE/VISIBLE MINORITY APPLICANTS.